

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City
Twentieth Congress
First Regular Session



House Bill No. 5332

Introduced by Honorable Representatives
DADAH KIRAM ISMULA (Akbayan Partylist)
JOSE MANUEL TADEO "CHEL" I. DIOKNO (Akbayan Partylist)
PERCIVAL V. CENDAÑA (Akbayan Partylist)
ARLENE "KAKA" J. BAG-AO (Dinagat Islands)
LEILA M. DE LIMA (Mamamayang Liberal (ML) Partylist)
CIELO KRISEL B. LAGMAN (Albay, 1st District)

**AN ACT INSTITUTIONALIZING THE STUDY OF FILIPINO WOMEN HEROES
IN THE CURRICULA OF ALL PUBLIC AND PRIVATE EDUCATIONAL
INSTITUTIONS TO PROMOTE HISTORICAL AWARENESS AND RECOGNIZE
THE ROLE OF WOMEN IN NATION-BUILDING**

EXPLANATORY NOTE

The Philippines' rich history reflects its enduring struggle for freedom, independence and equality. However, within this historical narrative, the contributions of women are often underrepresented and overlooked.

Despite the adoption of gender-sensitive education policies¹ and the enactment of landmark legislation such as the Magna Carta of Women², the integration of women's studies within the Philippine education system remains inadequate. This issue is evident in the insufficient representation of Filipina heroes such as Gregoria de Jesús, Melchora Aquino, Gabriela Silang, Teresa Magbanua, Josefa Llanes Escoda, Trinidad Tecson, Agueda Kahabagan, Leona Florentino, Carmen Planas, Maria Rosa Luna Henson, Tarhata Kiram, Salud Algabre and several other women who made significant contributions to Philippine history but remain largely unknown in textbooks and curricula. Consequently, this limits the recognition of women's contributions to Philippine history and contravenes the State's policy that recognizes the role of women in nation-building.

To address this ongoing concern, this bill seeks to integrate the study of Filipino women heroes into the curricula of public and private schools. This will ensure that students have a more comprehensive understanding of our history – one that duly acknowledges the contributions of our Filipina heroes and honors women's role in nation-building.

¹ DepEd Order no. 32, series of 2017 and PCW-DepEd-CHED and TESDA Joint Memorandum Circular No. 2025-03

² Republic Act No. 9710

Furthermore, by naming this proposed bill as the Lakambini Act, it seeks to reclaim the title, "Lakambini", which historically denotes "women leader" rather than merely a "muse." This effort represents a necessary step toward empowering women by affirming their rightful place in Philippine history and advancing women's studies through a gender- and culture-sensitive curriculum for students.

In view of the foregoing, the immediate passage of this bill is earnestly sought.



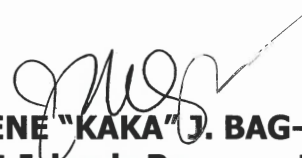
DADAH KIRAM ISMULA
Akabayon Representative



JOSE MANUEL TADEO
"CHEL" I. DIOKNO
Akabayon Representative



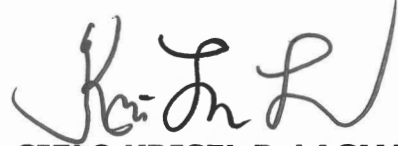
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Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:

1 **SECTION 1. *Short Title.*** - This Act will be known as the "*Lakambini Act of 2025.*"

2
3 **SEC. 2. *Declaration of Principles and State Policies.***

4
5 (a) The State shall affirm the role of women in nation-building and shall promote
6 the empowerment of women.

7
8 (b) The State shall commit to developing an education curriculum that is gender-
9 and culture-sensitive. To this end, the State must strengthen the Filipino
10 youth's awareness and understanding of the Philippines' women heroes and
11 their contributions to shaping our history, particularly in advancing our fight
12 for freedom, independence, and equality.

13
14 **SEC. 3. *Inclusion in the Curriculum.*** - All public and private educational institutions
15 at the primary, secondary and tertiary levels are directed to include in their curricula
16 the study of Filipino women heroes and their contributions in shaping key events in
17 the Philippines' history.

18
19 **SEC. 4. *Development of the Curriculum.*** – (a) For the primary and secondary
20 levels, the DepEd, as the implementing agency, is mandated to develop age-

1 appropriate curricula, instructional materials, and teaching modules consistent with
2 Section 3 of this Act.

3
4 (b) For the tertiary level, the CHED, as the implementing agency, is mandated to
5 develop academic-level curricula, instructional materials, and teaching modules
6 consistent with Section 3 of this Act.

7
8 (c) In developing the curriculum, the DepEd and CHED in coordination with the
9 National Historical Commission of the Philippines (NHCP) and other credible cultural
10 and academic institution, shall ensure the inclusion and due recognition of not only
11 prominent figures, but also regional, indigenous, grassroots, and marginalized leaders.
12 These figures shall be presented within the historical context of their time and duly
13 supported by substantial scholarly research.

14
15 **SEC. 5. Curriculum Consultative Committee.** – There shall be created a
16 curriculum consultative committee co-chaired by the DepEd Secretary and the CHED
17 Chairperson or their duly authorized representatives. The committee members shall
18 be composed of representatives from the following:

- 19
20 (a) NHCP;
21 (b) Philippine Commission on Women (PCW);
22 (c) Historians;
23 (d) Gender Studies Scholars;
24 (e) Culture and arts experts;
25 (f) Educators; and
26 (g) Relevant Civil Society Organizations.

27
28 The consultative committee shall oversee the review and evaluation of the
29 curriculum. The committee members may also recommend to DepEd and CHED any
30 modifications necessary for the refinement of the curriculum.

31
32 **SEC. 6. Medium of Instruction.** –All public and private institutions shall use
33 textbooks and learning resources aligned with the curriculum developed by the DepEd
34 for the primary and secondary levels, and by the CHED for the tertiary level. Further,
35 these institutions shall adopt creative, culturally responsive, and accessible mediums
36 as supplemental teaching materials, including but not limited to the following, to
37 ensure an inclusive and engaging learning experience for all students:

- 38
39 (a) Literature;
40 (b) Research studies;
41 (c) Films;
42 (d) Documentaries;

- 1 (e) Theater performances;
- 2 (f) Digital media; and
- 3 (g) Community-based artworks.

4

5 **SEC. 7. Appropriations.** - This Act will be implemented initially within the framework
6 of the budget of the DepEd and CHED for the year it is enacted into law. As far as
7 practicable, the funds required will be drawn from its appropriations for policy
8 formulation, program planning, standards development, and instructional materials
9 development. Thereafter, the amounts as may be necessary for the implementation
10 of this Act will be included in the budget of the DepEd and CHED in the annual General
11 Appropriations Act.

12

13 **SEC. 8. Implementing Rules and Regulations.** - Within sixty (60) days after the
14 effectivity of this Act, the DepEd and CHED are directed to promulgate the rules and
15 regulations needed for the implementation of this Act.

16

17 **SEC. 9. Separability Clause.** - If, for any reason, any part or provision of this Act is
18 held unconstitutional or invalid, the remaining parts or provisions not affected will
19 continue in full force and effect.

20

21 **SEC. 10. Repealing Clause.** - All laws, decrees, executive orders, proclamations,
22 rules and regulations, and other issuances, or parts thereof, inconsistent with the
23 provisions of this Act, are hereby repealed, amended, or modified accordingly.

24

25 **SEC. 11. Effectivity.** - This Act takes effect fifteen (15) days after its publication in
26 at least two (2) newspapers of general circulation.

Approved,